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ABSTRACT

This research study provides an extensive compilation of information sources on the topic of family literacy for library professionals and other literacy providers. This paper includes the following main sections: (1) combined literature review and annotated bibliography; (2) survey results; and (3) family literacy program descriptions. The first section contains 52 entries and is divided into four subjects: bibliographies/handbooks; theoretical/general information sources; program models; and organizations. The second section presents the results of a survey distributed to all state-aid North Carolina public library systems concerning their involvement in family literacy programs. The survey revealed that 27% of these systems have been either actively involved in family literacy programs in the past, are presently involved, or will be in the near future. The third section contains six family literacy program descriptions which include program summaries, recruitment and evaluation methods, instructional materials, and funding sources. Two appendixes provide copies of the survey cover letter and the survey instrument. (Author/MAB)

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FAMILY LITERACY: AN ANNOTATED BIBLIOGRAPHY AND SELECTED PUBLIC LIBRARY PROGRAM DESCRIPTIONS

by
Rebecca E. Stiles

A Master's paper submitted to the faculty
of the School of Information and Library Science
of the University of North Carolina at Chapel Hill
in partial fulfillment of the requirements
for the degree of Master of Science in
Library Science.

Chapel Hill

April, 1991

Approved by:

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Rebecca E. Stiles. Family Literacy: An Annotated Bibliography and Selected Public Library Program Descriptions. A Master's paper for the M.S. in L.S. degree. April, 1991. 51 pages. Advisor: Evelyn Daniel

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The first section contains 52 entries and is divided into four subjects: bibliographies/handbooks, theoretical/general information sources, program models, and organizations. The second section contains the results of a survey distributed to all state-aid North Carolina public library systems concerning their involvement in family literacy programs. The survey revealed that 27% of these systems have been either actively involved in family literacy programs in the past, are presently involved, or will be in the near future. The third section contains six family literacy program descriptions including program summaries, recruitment and evaluation methods, instructional materials, and funding sources.

Headings:

Illiteracy and families
Literacy and families
Intergenerational and literacy
Public libraries and literacy
Public libraries and services to parents

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INTRODUCTION

The problem of literacy has become a topic of nationwide concern. Since the early 1970's, there has been an increased awareness of the magnitude of the literacy problem in the United States. Recently, national attention has focused on the extent of illiteracy. Depending upon the report, it has been estimated that one-fifth and even as high as one-third of all adult Americans are functionally illiterate (Johnson, 1986). In North Carolina, as reported by the 1980 U.S. Census, nearly one-fourth of North Carolina citizens over the age of 25 are functionally illiterate. According to the fact sheet published by the Literacy Volunteers of America, this means that they are unable to effectively use reading, speaking, writing, and computational skills in every day life situations. In 51 North Carolina counties, 30% or more of the work force never completes ninth grade (Literacy for, 1988). These statistics emphasize the pervasiveness and seriousness of the literacy problem.

Recently, family literacy programs have been emphasized as an approach to eradicating the literacy problem and have been implemented in a variety of settings. Family literacy gets to the heart of the literacy problem -- the intergenerational cycle that perpetuates illiteracy and poverty. Many literacy programs provide only remediation services which focus on symptoms rather than causes thus resulting in temporary solutions. Perkins (1989, p.9) states "...that the traditional approaches [to fighting

illiteracy] all share a common flaw: they ignore the family link through which expectations for failure are transmitted, and fulfilled, from one generation to the next." In order to eradicate illiteracy, programs must focus on prevention services which acknowledge that illiteracy is an intergenerational and cyclical problem. Johnson (1990) provides a practical reason for family literacy programs by stating that they are preventative and thus contribute to the eradication of the literacy problem, rather than trying to correct it later. From an economic point of view, preventing is less expensive than curing illiteracy.

At the simplest level, the title "family literacy" is currently being used to describe any effort that promotes family support for reading. This definition encompasses a wide range of programs from preschool story hours or one-day family reading workshops to programs working with groups of unrelated individuals. For this project, the term has the following narrower definition. Family literacy refers only to those programs which are intended for undereducated parents (or guardians) with children five years old and younger. Also, the programs hold sessions on a regular basis for an extended period of time and work exclusively with family members either directly with parent and child or directly with parent and indirectly with child (i.e. parent applies skill learned in sessions with child at home). The primary purpose of these programs is not to teach children to read but to model good reading behavior. As stated by Johnson (1990), these families may be classified as those with low socioeconomic status, those with abuse problems, or those with children who are below the skill levels required to be successful in school. These programs improve literacy skills through reading children's books, emphasizing the

values of reading in the home, and creating parent support groups. Family literacy is part of the broader term "intergenerational literacy" which, according to Nickse (1990, p.426), "...is a term used to describe new instructional programs that hope to increase the reading skills, attitudes, and behaviors of adults and children and thus break the cycle of low levels of literacy. The reading pairs may be composed of family members [as in family literacy programs], or the persons may be unrelated."

The literature emphasizes the reasons for and values of family literacy programs. Research shows that a child's future is determined mainly by the emotional and intellectual development that occurs between infancy and three years of age (Programming for, 1980). This development of language and cognitive skills is irreparably lost if not attained during these formative years. Intensive remedial work administered later in life is not an adequate substitute. Children who are educationally deprived during these first three years often enter school two or more years behind their peers and are two or three times more likely to drop out of school (Special report, 1990). This emphasizes the fact that parents are a child's first, most important, and most influential teacher. Butler (1989, p.159) states:

> "Empowerment of parents must be central to any scheme for change in children's lives, and this must mean more than access to financial help. Somehow, parents must be persuaded, not only of their responsibility to their children from birth, but of their own incomparable power in their children's lives."

Family literacy programs effectively address these important issues. These programs encourage parents to read to their children, to interact with their children through discussing books, and to model good reading behaviors in the home (Johnson, 1990).

These activities are extremely important for developing reading skills in these critical and early years of children's lives.

Family literacy programs are an attempt to improve the reading skills of adults through reading to their children. Johnson (1990) states that for the adult new reader, family literacy programs build on one of the key motivators for learning to read -- to help his/her child(ren). The family literacy initiatives help to improve the parent's skills while modeling good reading behavior for the whole family. The focus of these programs is not on the parent's difficulties with reading but rather on developing positive strategies for working with young children. On the other hand, remediation programs focus on the reading difficulties of the client which discourages many from seeking assistance. Family literacy initiatives help to increase the parent's self-esteem and self-confidence which will definitely facilitate the creation of a positive environment for learning in the home.

Family literacy programs target families who are most at risk of raising illiterate children. This program component is essential for breaking the illiteracy cycle. Children living in educationally and economically disadvantaged families are far less likely to have reading materials in their homes. It is a fact that parents who have books in their homes and read to their children have a much better chance of raising children who are good readers and better students (Special report, 1990). The National Center for Family Literacy compiles fact sheets which provide further evidence in support of implementing family literacy programs. The following two statements, taken from one of these fact sheets, are particularly significant: (1) "Studies have shown that the literacy levels of children are strongly linked to those of their parents -- particularly the mother"; and (2)

"Parents who do not have basic literacy skills often come from generations of illiteracy and provide the same messages in the home as their parents." Family literacy programs address the most crucial issues involved in eradicating the intergenerational cycle of illiteracy.

Public libraries and family literacy are a natural connection. This statement is supported and emphasized in the library literature. ALA (1986) states that the public library is the **local alternative education resource** in every community. **Local** libraries belong to a national network of public libraries which can unite and strengthen the actions of all literacy organizations. Libraries are an **alternative** because they can provide a nonthreatening learning environment for illiterate adults who associate their inability to read with negative experiences in school. Also, libraries are definitely **education resources**. They have traditionally been involved in the stimulation of reading and in the dissemination of information about educational activities in the community. Since one of the main purposes of the public library is to create a community of lifelong readers and learners, planning and implementing family literacy programs in libraries or other community centers is one good way to meet this important goal. Johnson (1990) states that the public library's mission is to create lifelong learners and to assist those who desire further education. The 1991 White House Conference on Library and Information Services's inclusion of literacy as one of its main themes emphasizes the importance of this mission. Through increasing the literacy skills of people in the community, the public library also has the opportunity to expand the potential library user pool.

Monsour (1991) states that librarians have a long history of sharing literature with children through book-related activities, and family literacy programs incorporate many of these traditional skills and services. Many of the activities included in family literacy sessions such as sharing children's books, making puppets, or learning finger plays are already activities which are regularly incorporated into children's programming. Librarians are already familiar and comfortable with planning and implementing these types of services. Since many public libraries already provide adult literacy and other outreach services, implementing family literacy programs would be a natural extension. Johnson (1990, p.9) summarizes these ideas by stating that ..."family literacy efforts bring together three valuable functions in the library -- children's services, adult services, and outreach. Family literacy programs are a logical extension of these three roles." Family literacy and public libraries are truly a natural connection.

After researching this important and relatively new concept and being able to identify no comprehensive listing, it became clear that there is a need for an extensive information resource which will be addressed by this paper. The purpose of this research project is to provide an extensive compilation of information sources on the topic of family literacy for library professionals and other literacy program providers who are interested in developing a family literacy program or in learning more about this important topic. This research paper includes the following three main sections: (1) Combined literature review and annotated bibliography; (2) Survey results; and (3) North Carolina public library family literacy program descriptions. The first section is divided into four literature subjects: bibliographies/handbooks, theoretical/general information

sources, program models, and organizations. A literature review and annotated bibliography for each of the four subjects is included.

The second section contains the survey results which include the statistical data collected and the conclusions drawn from distributing a survey to all state-aid North Carolina public libraries. The survey results should be a good indication of the current level of involvement of North Carolina public libraries in implementing family literacy programs as an approach for eradicating the illiteracy problem. This survey also seeks detailed descriptions of family literacy programs which can be used as models for others interested in developing this type of literacy program.

The final section contains family literacy program descriptions which include a brief summary of each program, and information concerning each program's recruitment and evaluation methods, funding sources, and instructional materials. The address and phone number of the library as well as the name of a contact person is provided for each program. This section is intended to be useful to institutions needing support, guidance and/or suggestions in the development of their own family literacy programs.

References

American Library Association (ALA) - Office for Library Outreach Services. (1986). Literacy: libraries can make it happen. (Available from ALA, 50 E. Huron, Chicago, IL 60611).

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Perkins, D. and Mendel, D. (1989). A place to start: the Kenan Trust Family Literacy Project. Chapel Hill, NC: MDC, Inc.

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Special report on family literacy. (1990, spring). (Available from PLUS Project Literacy U.S., WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213).

LITERATURE REVIEW AND ANNOTATED BIBLIOGRAPHY

Methodology

This annotated bibliography is an attempt to compile an exhaustive list of resources relating to the specific topic of family literacy. However, because this topic is fairly new and many resources can only be found through indirect means or in obscure, unfamiliar places, or indexes, some materials may be inadvertently omitted. Only those materials that pertain specifically to family literacy or those that cover the broader topic of intergenerational literacy with a substantial amount of information on family literacy programs are included. There are no limitations on time periods, countries, or formats of the sources selected for inclusion in this bibliography. Since this topic is relatively new, the search includes only indexes covering 1984 to the present.

The following indexes were searched: (1) Library Literature; (2) Social Sciences Index; (3) ERIC Index; and (4) Current Index to Journals in Education (CIJE). The subject headings used in searching (1) and (2) above include: illiteracy and family or families; literacy and family or families; elementary school(s) and literacy; public library or libraries and literacy; public library or libraries and services to parents; and intergenerational and literacy. The subject headings used to search (3) above include: intergenerational programs and literacy; public library or libraries and literacy and family or families; and elementary school and literacy and parents. The subject headings used to search (4) above include: literacy; and literacy education. This search for information also included the University of North Carolina, Duke, and North Carolina State University

online catalogs, organizations or people who are listed as information providers in family literacy literature, bibliographies found in family literacy materials, and the 1990-91 issues of The News and Observer.

Each numbered entry in the bibliography includes both a bibliographic citation and its corresponding annotation. It is arranged by subject and then alphabetically by author/main entry within each subject. There are author and subject indexes provided for easy access to specific entries. The citation format follows the American Psychological Association (APA)'s giudelines. The annotations are both descriptive and evaluative. The "*" symbol which appears beside a few entries means that these sources were unable to be obtained for review. The "**" symbol refers to publications that can be obtained by contacting the Clearinghouse on Adult Education and Literacy at (202)-732-2396.

Bibliographies/Handbooks

This section contains mainly bibliographies of resources pertaining to a wide variety of topics ranging from instructional materials to be used in family literacy programs to a bibliography of literature dealing with a specific type of client. Nash (1987) is included as a resource for programs that have parents who have low literacy skills not only in English but also in their native languages. Two handbooks, designed for the implementation of an intergenerational literacy model project in Texas, are included for the purpose of providing detailed examples of the factors that need to be considered when planning any type of family literacy initiative. Many of the bibliographies located in this section can be obtained by contacting the Clearinghouse on Adult Education and Literacy at (202)-732-2396. This Clearinghouse provides a valuable service by allowing easy access to a wide variety of resources for all interested persons.

Even though the bibliographies and handbooks do not deal specifically with issues involved in developing and implementing a family literacy program in a public library, they provide information which can be easily adapted and applied to this setting. The Bibliography of Resource Materials (1990) includes one section devoted exclusively to family literacy resource materials. It also contains articles that deal with general issues that need to be considered when designing any type of literacy program.

Only one publication providing a listing of instructional materials appropriate for use in family literacy initiatives was located. Since this publication defines family literacy in a very broad sense, it includes materials which can be used to enrich literacy development in all families. There is a real need for a bibliography of instructional

materials that is specifically designed for implementing family literacy programs as defined in the introduction to this paper.

Since funding is one of the most difficult obstacles encountered when considering the development of a family literacy program, The Guide to Funding Sources for Family Literacy (1990) is an extremely valuable and unique resource of information. This guide includes a wide variety of alternatives which may not be known about or considered by literacy program coordinators as possible sources for funding. A listing of free funding information centers is included for each state. These centers provide a variety of materials and services that are useful to grantseekers. This guide to funding sources contains essential information for literacy providers who are interested in developing a family literacy program but do not have adequate funds.

**1. Bibliography of resource materials. (1990). Washington, DC: U.S. Department of Education, Division of Adult Education & Literacy.

This bibliography provides a listing of articles and publications which either pertain directly to state-administered adult education programs, or which can provide support to adult education and literacy activities. It contains 10 sources that deal specifically with family literacy issues. There are also literacy fact sheets and directories that might be helpful to institutions who are starting family literacy programs. All materials listed can be obtained free of charge.

**2. Directory of state staff specialists for family literacy. (1989). Washington, DC: U.S. Department of Education, Division of Adult Education & Literacy.

This publication contains a listing of family literacy consultants from each U.S. state including all American territories and commonwealths. The listings are alphabetized by state and each entry includes the state, the complete address of the consultant and his/her phone number. This publication would be extremely valuable to organizations who need suggestions and ideas about family literacy programs.

**3. Eric search on family literacy. (1990). Washington, DC: U.S. Department of Education, Division of Adult Education & Literacy.

This publication is a bibliography of materials that was obtained by performing a literature search on adult education and family literacy. Only those documents entered into the ERIC system between 1987 to 1989 are included. Each entry contains the ED or EJ number, title, author, journal article citation (if an EJ document), publication information, page numbers, language, document type, detailed abstract, and subject headings. To improve access, this publication is divided into two categories. Family Literacy and Intergenerational Programs (22 entries), and Parenting Education (15 entries). Also, an order form is provided. This source provides valuable information concerning current literature that has been published on family literacy.

4. Family literacy: a bibliography. (1989). Bridgewater, NJ: Baker & Taylor books.

This publication provides an annotated list of titles selected for adult learners and includes literacy and coping skills materials that support the development of family literacy in all aspects of life. This publication is included because it is the only source that provides a listing of curriculum materials.

5. A guide to funding sources for family literacy. (1990). Unpublished manuscript. National Center for Family Literacy, Louisville, Kentucky.

This 36-page booklet is an extremely valuable source of information for organizations that are interested in developing a family literacy program but are concerned about obtaining adequate funding. A wide variety of approaches are suggested as well as providing a listing of the names and addresses of agencies or persons to contact for assistance. The booklet is divided into three parts including sources of funding, putting together a funding package (examples of packages are included), and writing funding proposals. All institutions that are considering the development of a family literacy program would greatly benefit from consulting this booklet. If interested in obtaining a copy, contact the National Center for Family Literacy at (502)-584-1133.

**6. Major federal legislation supporting family literacy efforts. (1990). Washington, DC: U.S. Department of Education, Division of Adult Education & Literacy.

This bibliography attempts to identify major legislation that supports the development of family literacy and intergenerational programs. Brief descriptions and the contact person are given for each entry. Because this is one of few publications which provides information concerning funding, it is an especially valuable source of information.

7. Nash, A. (1987). English family literacy: an annotated bibliography. Boston: English Family Literacy Project, University of Massachusetts.

This 59-page book contains descriptions of resources available on the following five subjects: literacy theory and research; ethnographic work on contexts for family literacy; family literacy programs for native English speakers; family literacy programs for nonnative English speakers; and holistic and participatory ESL literacy. This bibliography would be extremely valuable to all professionals engaged in developing family literacy programs which may include parents of diverse cultural backgrounds (i.e. migrant workers) who have low literacy skills in both their native languages and the English language.

8. Nickse, R.S. & Englander, N. (1985). Collaborations for literacy: an intergenerational reading project. administrator's handbook. Boston, MA: Trustees of Boston University. (ERIC Document Reproduction Service No. ED 285 969)

This document also includes Strayos and Winig's Collaborations for Literacy: An Intergenerational Reading Project. Tutor's Handbook. These two handbooks were produced by the "Collaborations for Literacy" project for organizing and starting similar intergenerational reading programs. This project was started at Boston University in 1984 under the direction of Ruth Nickse. It was one of the first programs founded on the recognition that the educationally disadvantaged parent and child are a learning unit and might benefit from shared learning activities. However, because of lack of funding, this program dissolved in August 1989. These two practical handbooks provide all the information needed to start a new family literacy program.

9. Quintero, E., comp. (1987). Intergenerational literacy model project handbook. El Paso, TX: Texas Education Agency, Austin, Division of Adult and Community Education Programs. (ERIC Document Reproduction Service No. ED 290 004)

This handbook describes a model project which provides literacy instruction for parents of preschool - second grade children. It also provides suggestions for implementing a similar project in other institutions and includes sections on recruitment and implementation (teaching strategies and curriculum). The most useful information are the sample evaluation forms, detailed curriculum lesson plans, and the recruitment section. The rest of the publication would be mainly helpful for those institutions that intend to replicate this project.

Theoretical/
General Information Sources

This section contains resource materials which emphasize the value of and need for family literacy initiatives. The knowledge gained from reading these publications will be extremely useful when writing grant proposals in an attempt to obtain funds to start a family literacy program.

There are several publications which are especially well-written and informative. Nickse (1989) provides an extremely helpful source of information covering all aspects of intergenerational and family literacy programs. It is an invaluable resource that combines a vast quantity of information into one publication. Nickse (1990a) discusses the difference between intergenerational and family literacy programs as well as exploring the purpose and importance of these types of programs. Nickse (1990b) describes four program model types which can be adapted and implemented in a variety of settings. She stresses the need to continue research efforts to evaluate the effectiveness of family literacy programs. Several questions for research topics are also suggested.

There are two publications which pertain specifically to library settings. Talan (1990) emphasizes the need for public library involvement in family literacy efforts and describes several programs that are currently being implemented. Johnson (1990) has written an extremely informative publication which should be read by every library literacy coordinator and others involved in literacy efforts. It provides the most up-to-date, concise, and easy-to-read information of all the resources reviewed in this section.

10. Auerbach, E.R. (1989). Toward a social-contextual approach to family literacy. Harvard Educational Review, 59(2), 165-181.

The author critically analyzes those family literacy programs that emphasize teaching parents to do school-like activities in the home and to assist children with homework. She believes that the theoretical stance of these programs is not based on sound research and suggests a broader definition of family literacy that acknowledges the family's social reality and focuses on the family's strengths. This article presents some ideas that may be discouraging and disturbing to some family literacy providers. However, some valid points are made which should motivate providers to analyze their own programs.

****11.** Handel, R.D., Ph.D. and Goldsmith, E., Ed.D. (1988, July). Children's literature and adult literacy: empowerment through intergenerational learning. In Family literacy efforts. Panel conducted at the Adult Literacy & Technology National Conference, Pittsburgh, PA.

This paper describes the intergenerational model, the adult literacy training sessions, and the adaptations of the model in various instructional settings. This model originated in a community college setting for developmental reading students who were parents or other relatives of children. The adults read and discuss children's literature in workshops and then share these books with their children at home. This paper discusses in detail the adult literacy training sessions including specific examples of activities. References are included. This is a very practical and useful source of information for organizations interested in implementing the intergenerational model. This paper can also be found in Lifelong Learning, 12, 24-27.

12. Hibpshman, T.L. (1989, November). An explanatory model for family literacy programs. Paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock, AR. (ERIC Document Reproduction Service No. ED 313 531)

This paper is the result of an evaluation of PACE (Parent and Child Education), a family literacy program initiated in Kentucky in 1986. The emphasis of this paper is on the need for PACE and other similar programs to resolve several issues and answer several research questions before replication of these family literacy programs can be justified. This source raises some very interesting and stimulating issues and suggests hypotheses for future research.

13. Johnson, D.W. (1990). Family literacy library programs: models of service. Des Moines, IA: State Library.

The main purpose of this manual is to introduce the topic of family literacy to libraries. It provides information for newly forming programs and for those already being implemented. A wide range of program models are discussed which allows each library to customize a family literacy program to meet its own needs. A detailed definition of the term "family literacy" is provided as well as steps for planning a program, and issues concerning recruitment and retention. This resource is well-written, useful, and very practical and should be read by all persons considering the development of a family literacy program.

***14.** Landerholm, E. and Karr, J.A. (1988). Designing parent involvement program activities to deal with parents' needs. Lifelong Learning, 11(5), 11-13, 19.

This article stresses the need for early intervention programs with a large percentage of multi-risk families to provide support activities that deal with economic, food, and housing issues before introducing activities that pertain to educational issues. There is a need for more evaluation of the needs of parents and for offering a range of parent involvement activities. A table is included which outlines the parent involvement program activities and divides them into four types: basic parent support, parent support, educational program, and educational leadership.

15. Mendel, D. (1991). Spreading the word, planting the seed. (The National Center for Family Literacy, 401 South Fourth Avenue, Suite 610, Louisville, KY 40202).

This booklet provides information concerning the theoretical basis for family literacy initiatives. It emphasizes the need for breaking the intergenerational cycle of illiteracy as essential to preventing an economic and social crisis in our nation. This booklet also includes an explanation of activities and services that are provided by the National Center for Family Literacy. This publication provides a good overview of the issues addressed by family literacy efforts and the activities of the National Center for Family Literacy.

16. Nickse, R.S. (1989). The noises of literacy: an overview of intergenerational and family literacy programs. Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 308 415)

This publication is an overview of intergenerational and family literacy programs in the United States. It includes sections on the background of these programs, the research base and motivation for their development, descriptive and evaluative data for programs in four sectors (adult basic education, libraries, family English literacy, and preschool and elementary programs), and advantages and disadvantages to various program types. There is also a 44-item bibliography and appendices containing abstracts of various programs mainly implemented in California, Florida, and New York. This 96-page document is the most complete source of family literacy information found. It provides information on practically every issue involving family literacy.

*17. Nickse, R.S. (1989, April). Family literacy: an overview of practice with a typology for program classification. Paper presented at the International Reading Association's 34th National Conference, New Orleans, LA.

*18. Nickse, R.S. (1990). Family literacy and community education: prospects for the 90's. Journal of Community Education, 8(2), 12-18.

19. Nickse, R.S. (1990a). Intergenerational literacy: questions and answers. Reading Teacher, 43(6), 426-427.

This article explains the term "intergenerational literacy" as well as describing various types of intergenerational literacy programs. Also, statistics are provided which emphasize the value of these programs. This article contains basic information for those interested in a better understanding of this term.

20. Nickse, R.S. (1990b). Family literacy programs: ideas for action. Adult Learning, 1(5), 9-13, 28-29.

This article discusses the theoretical basis for developing family literacy programs. Also, the need for the collaboration of several organizations to work together on a family literacy project is emphasized as well as the inclusion of a thorough description of four program model types. This article provides very practical information concerning how to design your program, obtain funding, administer and manage your project, and evaluate its effectiveness.

*21. Nickse, R.S. and Paratore, J. (1988). An exploratory study into the effects of an intergenerational approach to literacy (Contract No. G008610963). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

22. Nickse, R.S., Speicher, A.M., and Buchek, P.C. (1988). An intergenerational adult literacy project: a family intervention/prevention model. Journal of Reading, 31(7), 634-641.

This article describes a research study that was conducted to explore the effectiveness of the intergenerational approach to family reading instruction. A brief literature review, the design of the study, some preliminary data, and conclusions are included. The two research questions studied include: Does an intergenerational approach have a positive impact on adult beginning readers' progress and retention? and Do children of parents enrolled in an intergenerational reading project show gains in reading and language arts achievement and improved attitudes toward reading and learning? This article is the only research study that was located on this topic.

23. Special report on family literacy. (1990, spring). (Available from PLUS Project Literacy U.S., WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213).

This report is a joint project of the National Center for Family Literacy and Project Literacy U.S. (PLUS). It includes reasons for establishing family literacy initiatives and provides research findings which support the need for these kinds of programs. Jobs Opportunities and Basic Skills Training Program (JOBS) is discussed and suggested as a possible funding source for family literacy programs. This report is both informative and interesting.

24. Talan, C. (1990). Family literacy: libraries doing what libraries do best. Wilson Library Bulletin, 65(3), 30-32, 158.

This article discusses the reasons for public library involvement in family literacy programs. It also briefly describes a few programs that are currently being implemented in various public libraries across the United States and includes a discussion of their funding sources. This is a valuable source of information because it is one of the only publications that deals exclusively with public libraries and family literacy programs.

Program Models

This section contains books, articles, and ERIC documents which describe a wide variety of family literacy programs that have been or currently are being implemented in different settings across the nation. The inclusion of a wide variety of program models allows literacy providers the opportunity to discover a program which could be easily adapted to their particular situations. Most of the publications are well-written and informative. However, a few program models are repeatedly described in the literature thus making some publications redundant and less interesting. Even though several publications include descriptions of the same family literacy programs, they are included in order for readers to obtain as much information as possible concerning a particular program of interest as well as to facilitate access by providing alternative publication sources.

Two publications are particularly useful for literacy providers interested in obtaining an overview of various program models which are being implemented in a variety of settings. Family Literacy in Action (1990) is a booklet which describes eight different family literacy programs. Each program description provides a brief summary, and information concerning funding sources, and recruitment/training methods. First Teachers (1989) also provides program descriptions of ten projects being initiated in a variety of settings across the nation. A very helpful ten-page chart is included which provides an easy-to-read summary of the main features of each program. These two publications would be especially useful as an introduction to the topic of family literacy.

25. Chapman, M. and Ferris, A. (1988). Parents & children enjoy reading. Adult Literacy and Basic Skills Unit, London, England. (ERIC Reproduction Service No. ED 299 459)

This document describes a literacy project currently being implemented in community or elementary school settings in the East End of London. A detailed description of the program including a helpful discussion on their common problems and their solutions is provided. This document is unique and interesting in that it allows one the opportunity to learn about methods used to implement a family literacy program in another country.

**26. Even Start: questions and answers. (1989). Hampton, NH: Parent Involvement Center, RMC Research, Parents In Education.

This document was written to assist Local Educational Agencies (LEAs) in preparing an Even Start application. Even Start is a family-centered program that combines adult literacy, parent education, and early childhood education. Answers to many of the common questions about Even Start regulations are discussed. Since the purpose of this document is to respond to questions in a brief and concise manner, LEAs may need more in-depth information which can be obtained by contacting Tom Fagan at (202)-732-4682.

27. Family literacy. (1987). Harrisburg, PA: Pennsylvania State Department of Education, Division of Adult Education and Training Programs. (ERIC Document Reproduction Service No. ED 289 062)

This document describes the family literacy program developed by the Altoona Area School District in Blair County, Pennsylvania to teach basic literacy skills to a group of Head Start parents. The approaches used to recruit parents, procedures followed in implementing the program, instructional materials utilized, and evaluation methods are all described. A detailed description of several sessions is also included.

**28. Family literacy: abstracts of family literacy programs. (1990). Washington, DC: U.S. Department of Education, Division of Adult Education and Literacy.

The abstracts describe federally and privately funded family literacy programs from seventeen different states. Each abstract provides a brief program description and a contact person. This publication represents only a small number of the programs currently being implemented across the United States. Hopefully, this publication will be expanded as new programs are reported.

29. Family literacy in action: a survey of successful programs. (1990). Syracuse, NY: New Readers Press (publishing division of Laubach Literacy International).

This booklet describes eight different family literacy programs that are currently being conducted in various institutions in our country. Each program description includes information on the background of the program, funding sources, recruitment/training methods, and a summary statement. Also, a list of program addresses is included. This booklet lacks a needed explanation for how these programs are evaluated and determined to be "successful." Several of these programs are also described in an earlier publication.

30. First teachers: a family literacy handbook for parents, policy-makers, and literacy providers. (1989). Washington, DC: The Barbara Bush Foundation for Family Literacy.

This book explains the theoretical basis for the family literacy model and provides descriptions of ten family literacy programs. The program descriptions include sections on background, program (components and funding), evidence of success, and advice to policy-makers and practitioners. Also, a helpful ten-page program summary chart is included. It summarizes the key features of each program in a very concise and easy-to-read format. One especially useful feature of this book is its section of additional sources and assistance which contains descriptions of organizations and their addresses.

31. Gabler, C. (1990). Reading professionals: the vital link. U.S. Dept. of Education, Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 319 949)

This document describes a family literacy program designed by the Literacy Volunteers of America Coordinator at Chippewa Valley Technical College in Eau Claire, Wisconsin. This program is a cooperative effort between reading specialists, college instructors, teachers, volunteers, and parents. The program conducts sessions at the college and at the local YMCA. This cooperative program provides a good example of a creative way to share resources and talents in an effort to implement a more effective and successful program.

32. Gustafson, M. (1989). Head Start launches family literacy initiative. National Head Start Bulletin, 30, 1, 6.

This article discusses the Head Start program and its involvement in family literacy efforts. The discussion includes descriptions of its funding sources, activities, and outcomes of its efforts. This is a very brief but informative article. If interested in more information, contact the Bulletin at (800)-888-8682.

33. Hintner, J. and Goldberg, R. (1989). Family literacy at the High Meadows Branch Library. Texas Library Journal, 65, 52-53.

This article describes the family literacy program that was implemented to meet the needs of families for whom English is a second language. A detailed description of the program including funding sources and the outcomes of their efforts is provided. This information would be especially helpful to public libraries that are located in communities with a high percentage of non-English speaking people.

34. Literacy begins at home. (1989). BCEL Newsletter for the Business Community, 19, 1, 4-7. (ERIC Document Reproduction Service No. ED 305 490)

This article discusses the intergenerational approach to literacy education. It describes several programs that are using this approach including the Kenan Trust Family Literacy Project, Collaborations for Literacy in Boston, and Take Up Reading Now. Program design issues and possibilities for passing legislation in support of family literacy programs are also discussed.

35. Locke, J.L. (1988). Beginning with books project. School Library Journal, 34(6), 22-24.

This article describes the family literacy program called "Beginning with Books" that is currently being implemented in Pennsylvania. This program involves the delivering of book packets to parents in maternity clinics, parenting classes, daycare centers, and women's centers. The packets contain picture books and pamphlets on reading to children. When packets are distributed, a counselor conducts a short interview to use for future evaluation of the program. This article discusses a unique and interesting program which can be easily adapted by any organization.

36. Monsour, M. (1991). Librarians and family literacy. School Library Journal, 37(2), 33-37.

A detailed description of the ALA/Bell Atlantic Regional Literacy Project is provided in this article. A listing of Bell Atlantic/ALA family literacy project grant recipients for June 1990-June 1991 is included along with a brief description of each program. Also, an address and a contact person is provided for those interested in learning more about the projects.

*37. Nickse, R.S. (in press). Intergenerational literacy practices at the Family Learning Center; a voice of experience. Chapter in The intergenerational transfer of cognitive skills.

38. Nickse, R.S. and Englander, N. (1985). At risk parents: collaborations for literacy. Equity and Choice, 1(3), 11-18.

This article describes, "Collaborations for Literacy," a family literacy program which began in Boston in 1984 but dissolved in 1989 because of lack of funding. This was a very unique project in that four organizations cooperatively implemented the program. These organizations included a university, a community school, a public library, and an adult literacy council in Massachusetts. This article provides an in-depth description of the role of each organization. Even though this project has dissolved, the innovative ideas can be used in developing similar programs in other communities.

39. Noe, R. (1989). Accelerating the "pace" against illiteracy: parent and child education. U.S. Dept. of Education, Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 316 670)

This document provides an in-depth description of the Parent and Child Education (PACE) program which was designed in 1986 and then implemented in several public schools in Kentucky. The activities of a typical program day are described. Also, problems that have developed since the beginning of the program are included. Literacy providers and others interested in implementing this type of family literacy program would benefit from the information provided in this document.

40. Partridge, S. (1989). Intergenerational literacy programs discussed. U.S. Dept. of Education, Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 311 157)

This document describes five different types of intergenerational programs, of which three are family literacy programs. The Motheread program is described as well as a parent-child family literacy program in the United Kingdom. Also, several recommendations for improving intergenerational programs are included. This document provides the reader with a brief overview of a variety of programs being implemented in various settings.

41. Perkins, D. and Mendel, D. (1989). A place to start: the Kenan Trust Family Literacy Project. Chapel Hill, NC: MDC, Inc.

This booklet describes this family literacy project for educators, public officials, and the general public. This project, administered by the National Center for Family Literacy in Louisville, KY, is based on a model that focuses on the family as providing the critical context in which learning is either stimulated, or discouraged. This booklet defines the term "family literacy" and explores ways in which the Kenan Project has begun to address the need for these programs. Finally, it includes the accomplishments of the project and the goals which are to be met in the near future.

42. Prete, B. (1990). Family literacy: an intergenerational approach. Publisher's Weekly, 237(21), 38.

This article briefly describes the family literacy efforts of two organizations - Reading Is Fundamental and Laubach Literacy Action. It also discusses the beliefs and activities of the Barbara Bush Foundation of Family Literacy Advocacy program. This article provides only introductory information concerning programs being initiated by these organizations.

43. Seese, D. (1990, August 12). Parents as teachers. The News and Observer (Raleigh, NC), pp. 1J, 8J.

This article emphasizes the need for family literacy programs and discusses the Parents as Teachers (PAT) program. This program is operated by schools but emphasizes what parents can do for their children at home. PAT recognizes that the first three years of a child's life are a period of very rapid development and so it is a crucial time for parents to have some guidance. There is also a brief but informative discussion of the Even Start program in two

Wake County schools. This article provides information that would be helpful to organizations or people interested in learning about North Carolina family literacy initiatives.

44. Sheffer, C. (1988). Federal funds fight family illiteracy: the family reading program. The Bookmark (Albany, NY), 46, 185-187.

This article describes a family reading program which targets parents currently enrolled in adult literacy programs, teenage parents, single parents, and other caregivers. The Division of Library Development committed $700,000 of Library Services and Construction Act (LSCA) Title I funds to help "at risk" families with preschool children create a reading environment for their children at home. In 1987, the New York State Library received the funds to initiate this program. The requirements for a New York library system to participate are included as well as examples of programs implemented by the various systems.

45. Thompson, L.W. (1988). Even Start: factors to consider in planning an intergenerational literacy program. U.S. Dept. of Education, Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 321 227)

This 39-page document provides step-by-step procedures for planning and implementing an effective Even Start program. The model used for the Even Start legislation combines adult literacy, preschool education, and parent training. Specific goals of the project are also included. This is a very useful document for literacy providers interested in replicating this program or in adapting some of the strategies into their existing programs.

46. Thrasher, A. (1989, March 12). A family approach. The Fayetteville Times, pp. 1F, 8F.

This newspaper article presents the thoughts, reactions, and activities of a parent and child who are participating in a Kenan Family Literacy program being conducted in Fayetteville, NC. Also, comments from the program coordinator concerning activities and future plans are included. Since this is the only article which discusses the program from a participants point of view, it is both interesting and enlightening.

47. Winter, M., and Rouse, J. (1990). Fostering intergenerational literacy: the Missouri Parents as Teachers program. Reading Teacher, 43(6), 382-386.

This article describes a family literacy program called "Parents as Teachers," which involves professionals working with parents to develop literacy activities in the home. This pilot project was initiated in 1981 as a cooperative effort of the Missouri Department of Elementary and Secondary Education and four local school districts representing urban, suburban, and rural communities. Since its initiation, this program has been replicated in about fifty sites across the nation. The article also includes a discussion of a new adaptation of the original program and its outcomes. Implications for school settings are also presented. This article provides some helpful and interesting information.

Organizations

This section describes five organizations which support and promote family literacy efforts. These organizations are excellent resources for literacy providers and others who are interested in obtaining current information about family literacy efforts. Also, several of the organizations have free information pamphlets which they will gladly mail upon request. North Carolina literacy providers will be especially interested in the information provided by the Governor's Advisory Council on Literacy since this council has formed a family literacy committee which deals exclusively with expanding family literacy efforts in North Carolina.

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48. The American Library Association (ALA) and Bell Atlantic Charitable Foundation.

These two organizations formed a partnership in order to cooperatively develop and support a family literacy project that enables libraries to create programs to improve the basic reading skills of hundreds of parents and children, and to expand the network of trained family literacy providers. This project provides funding for 20-25 libraries in the mid-Atlantic region to establish family literacy initiatives and to improve existing programs. Additional information including free family literacy fact sheets can be obtained by writing to Family Literacy Bell Atlantic - ALA Project/American Library Association/50 E. Huron St./Chicago, IL 60611 or contacting Margaret Monsour, ALA, at (312)-944-6780.

49. The Barbara Bush Foundation for Family Literacy.

This foundation was launched in March of 1989 by Barbara Bush as the honorary chairperson. Its mission is to establish literacy as a value in every family in America and to break the intergenerational cycle of illiteracy through the support of literacy programs that create families of readers. The foundation provides grants for family literacy efforts, supports training for teachers and volunteers, and recognizes successful programs. Additional information including receiving free materials can be obtained by contacting the Foundation at (202)-338-2006 or writing to Benita Somerfield, Executive Director/The Barbara Bush Foundation for Family Literacy/1002 Wisconsin Avenue NW/Washington, DC 20007.

50. Governor's Advisory Council on Literacy.

One of the functions of the council is to develop programs for family literacy education for the parents of children at risk of illiteracy. Governor Martin has instructed this council to examine family literacy programs in North Carolina in order to incorporate their successes into existing programs and to consider establishing new programs. In order to fulfill the above goals, the council has formed a family literacy committee. The desire of the council is to expand family literacy education in the state. For more information, write to: Governor's Advisory Council on Literacy/c/o Office of Policy and Planning/N.C. Department of Administration/116 West Jones Street/Raleigh, NC 27603-8003 or call (919)-733-4131.

51. MOTHEREAD, Inc.

This is a private, nonprofit organization begun by the North Carolina Department of Cultural Resources. They receive funding from several organizations, businesses, individuals, service groups, and churches. This organization designs programs for parents who want to improve their reading skills so that they can read to their children. Alternative programs are conducted for parents in women's correctional facilities. Other programs work with parents who may be under stress from a variety of factors. These program classes are offered by local community agencies using instructors trained by MOTHEREAD. This organization also provides curriculum and staff development services to programs and agencies with a concern for literacy. For more information, write to: Nancye Gaj, President/MOTHEREAD, Inc./Building 2, Suite 335/4208 Six Forks Road/Raleigh, NC 27609 or call (919)-781-2088.

52. National Center for Family Literacy.

This center is a private, nonprofit corporation developed in 1989 with a grant from the William R. Kenan, Jr. Charitable Trust and was established for the purpose of expanding and supporting efforts to solve the nation's literacy problems through the development of family literacy programs. The Kenan Family Literacy Program is administered by the center. The center provides free training and technical assistance; provides funding for selected program models; and distributes information to literacy providers, selected organizations and federal, state, and local policy-makers. Additional information can be obtained by contacting Sharon Darling at (502)-584-1133 or writing to the National Center for Family Literacy/401 South 4th Ave., Suite 610/Louisville, KY 40202-3449.

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SURVEY OF NORTH CAROLINA PUBLIC LIBRARIES

Problem

The problem of literacy has become a topic of nationwide concern. Literacy providers have traditionally provided support services and implemented remediation programs. Recent research has emphasized the crucial need for and value of literacy programs which are preventive in nature. The library literature focuses on prevention programs as an approach for eradicating the intergenerational cycle of illiteracy. Recently, innovative family literacy programs have been implemented to address this need. The library literature emphasizes the natural connection between public libraries and family literacy and encourages active participation.

The purpose of this research project is to gather the data necessary to compile descriptions of family literacy programs being implemented in selected North Carolina public libraries in an effort to assist and motivate other public librarians to develop their own programs. This research project will examine the following two questions: (1) To what extent are North Carolina public libraries becoming involved in family literacy initiatives? and (2) What types of family literacy programs are currently being implemented in participating North Carolina public libraries? The intent is to determine if a significant number of North Carolina public libraries are interested in developing or are already actively involved in developing and implementing family literacy programs.

Methodology

The data for this study is collected through a survey (refer to Appendix B) which was sent to the director of each of the North Carolina public library systems participating in state aid. The list for this mailing was obtained from the booklet entitled Statistics and Directory of North Carolina Public Libraries July 1, 1988 - June 30, 1989 with current updates added by the State Library in Raleigh, NC. The state-aid public libraries include all regional and county systems plus eight municipal libraries. The public libraries receiving state aid were selected for the study population in the belief that they were more likely to have both the staff and funds needed to develop family literacy programs. By using this population, the results reflect the current level of involvement of North Carolina public libraries in family literacy initiatives.

The director of each selected public library system was asked to forward the cover letter (refer to Appendix A) and survey to the staff member(s) having the most knowledge of, and involvement with, the literacy activities of his/her library system. If more than one library in his/her system was conducting a family literacy program, the director was asked to duplicate the cover letter and survey and distribute it to the appropriate individual(s). After three weeks, all library systems that failed to return their surveys were contacted by phone. The survey responses were provided either during the phone conversations or from the mailed surveys.

Data Analysis

A content analysis of the answers given for each question was used to analyze the data. The findings are reported as percentages and/or in narrative style. Also, the response rate is reported and considered as to its effect on the validity of the findings.

Assumptions

This study assumes that each library director has complied with the request by distributing the survey to the individual(s) most involved with, and knowledgeable about, the activities of a particular library. This assumption has a direct effect on the validity of the generalizations made from the data collected. Since the library director should be the one that is most knowledgeable about the specific duties of his/her library staff, this seems like a reasonable assumption. Also, since state-aid public libraries are more likely to have the staff and funds needed to develop family literacy programs, this survey assumes that by surveying this population, the results will represent the current level of involvement of North Carolina public libraries in family literacy initiatives.

Results

By the March 11th deadline, 75% (or 55) of the 73 library systems had returned their surveys. In order to increase returns, a follow-up phone call was made to the systems that had not yet responded. The directors or the individuals responsible for literacy program development either provided the needed information during the phone conversation or mailed the completed survey within the following two weeks. Through the use of this procedure for obtaining survey responses, 100% participation was

achieved. This high participation rate allows generalizations to be made concerning the involvement of North Carolina public libraries in family literacy initiatives. This section will provide a summary of the survey responses. For referral purposes, a copy of the survey is included as Appendix B.

Family literacy programs are currently being implemented in 7% (or 5) of the library systems. Depending upon the system, the program is being directed by the branch librarian, library literacy coordinator, children's librarian or a combination of the above. Of the 93% not currently conducting a family literacy program, 3% (or 2) have implemented programs which are now discontinued. Their reasons for discontinuing these programs included either the inability to retain participants or loss of funding. Transportation and childcare needs were stated as the main factors contributing to the retention problem.

Also, contributing to the 93% statistic, 19% (or 13) are planning or considering the development of a family literacy program in the near future. Two others were unsure and indicated it would depend on funding and needs in their communities. One system is receiving funding through a Title VI grant while others are planning cooperative efforts with other community agencies, such as literacy councils or local public school systems. Since one library is in its final stages of planning a family literacy program and has completed a three-month trial session of the pilot project, it is included in the discussion and analysis of the current programs provided later in this section.

Several of the respondents provided explanations as to why their library systems were not planning to develop family literacy programs. Most of the explanations focused on

the fact that other organizations in their communities currently offered family literacy programs and therefore they saw no need for an additional program. They viewed their role as mainly supportive by providing literacy materials in an effort to enhance the existing programs.

The five family literacy programs currently being implemented, as well as the one in its final planning stages, represent a variety of strategies for designing and conducting these types of programs. All of the programs rely on cooperative efforts with local schools, daycare centers, community colleges, housing complex coordinators, or other community agencies. The program sessions are conducted in various settings including the library, daycare centers, Head Start program facilities, housing complex centers, teenage parent/pregnancy classrooms, and local elementary schools. All of the programs incorporate direct services to the parents. These include literacy skills tutoring, workshops on sharing books with children, or story hours for parents and children. Four of the programs involve direct contact with the children through story hours, provision of book packets to read at home with parents, or through review of reading skills. The programs utilize various instructional materials including "Laubach Way to Reading" series, New Reader's Press and Steck-Vaughn publishers' reading materials. The variety of program types emphasizes the need for flexibility in program design and the importance of customizing the program to meet the specific needs of the residents in the library's community.

Several approaches for recruiting participants were presented by the respondents. These included brochures, announcements in local newspapers, visits to schools, daycare and

Head Start centers, referrals from preschool and elementary school teachers, and letters sent to instructors of teen pregnancy/parenting classes and coordinators of public housing complexes.

Of the five family literacy programs currently being implemented, only one has designed procedures for evaluation. This program has participants complete evaluation forms concerning the value of the program and suggestions for improvements. One other program is planning to follow the educational growth of each child by collecting data at specified times during the child's schooling years.

The most popular funding sources were literacy grants and donations from Friends of the Library groups. Foundations, individual donations, and a corporate donor were also mentioned as sources for funding programs.

The final question asked libraries to list the major obstacles that were encountered during planning and implementation. The two responses listed were recruiting tutors and participants, and obtaining funds. The literature suggests that these are common obstacles for all types of literacy programs.

Conclusions

Through analyzing the survey results, several conclusions can be drawn. According to the results, only five (or 7%) of the seventy-three library systems currently are conducting family literacy programs. One might speculate from this data that North Carolina public libraries lack interest in becoming actively involved in family literacy efforts. However, by adding the number of systems (2) that have conducted family literacy programs in the recent past and the number of systems (13) which are planning or considering the

development of a program in the near future, a more positive picture is revealed. The revised total represents 27% of North Carolina public library systems. This means that 27% of the systems have been actively involved in the recent past, are presently involved, or are to be actively involved in the near future. This statistic reveals a significant interest in family literacy initiatives which is encouraging. Also, since the family literacy concept is relatively new and funds are scarce, many public libraries may hesitate to invest resources to initiate a program. Perhaps, as more of these programs are evaluated in the next few years and proven to be successful in breaking the cycle of intergenerational illiteracy, the public library systems, who have determined a need for this kind of program, will become actively involved by developing their own family literacy projects.

This survey disclosed another interesting finding. Three survey respondents evidenced some confusion over the concept of family literacy. They described either adult literacy programs, literacy support services, or preschool story hours. These answers reflect either a failure on the part of the respondents to use the definition provided on the survey or more likely a misunderstanding or unfamiliarity with the concept of family literacy as presented in this paper. Through researching for this project, it became clear that this concept is interpreted differently in different settings. Since the concept is new, it may still be subject to confusion and misinterpretations. As family literacy programs become more common, a better understanding of the family literacy concept should be achieved.

One final conclusion concerns the issue of funding. This factor was mentioned as one of the two major obstacles by librarians who are currently implementing family literacy

programs. Obtaining adequate funding is also the most important factor for the success of family literacy programs. The best way for libraries to receive grants or other external funds is to demonstrate the value of their programs in a more tangible way. This goal can be accomplished by incorporating consistent and effective evaluation strategies into the program design. The statistics obtained from the evaluation process may supply the evidence necessary to convince funding providers of the critical need for, and value of, family literacy programs to both recipients and to society as a whole. The surveys revealed that only one of the current programs is being evaluated. Hopefully, family literacy providers will realize that incorporating effective evaluation strategies is essential to the success and continuation of their programs.

Recommendations

** Awareness and how-to workshops and conferences which focus on this concept at various sites across the state should be conducted to increase literacy providers' and other professionals' knowledge and understanding of the value of implementing family literacy programs.

** Information resources, such as this paper, should be compiled and made easily accessible to all public libraries.

** A state public library family literacy networking committee should be established which would be responsible for publishing and distributing a newsletter to all public libraries that would include contact names, conference dates, and articles concerning family literacy issues.

** Evaluation procedures should be incorporated into all family literacy programs as a way of motivating others to implement effective programs and to increase support from potential funding providers.

** Creative and innovative family literacy programs which require a minimal library budget and staff should be designed (e.g. participating in cooperative efforts, incorporating fundraising events, soliciting donations, and writing grant proposals).

** This research project should be repeated in a few years in order to obtain many additional descriptions of family literacy programs which are presently in the planning stages.

** The amount of research on this topic should be increased in order to gain the essential theoretical base needed to support and recognize family literacy as an invaluable approach and solution to eradicating the intergenerational cycle of illiteracy.

** A series of interactive follow-ups with families who have completed the family literacy program should be designed as a means of ensuring their continued success and in an effort to reinforce the values of reading in the home.

** Family literacy programs should be developed in cooperation with other educational- or literacy-related agencies in an effort to share both human and financial resources which are essential to a successful program.

** Family literacy programs should incorporate incentives as a strategy for facilitating recruitment and retention of clients.

FAMILY LITERACY PROGRAM DESCRIPTIONS

Durham County Library
P.O. Box 3809
Durham, NC 27702

Program Title: "FRED" (Families Reading Every Day)

Program Description:
This pilot reading project, which has just completed a three-month trial period, is patterned after the FRED program in the Charlotte-Mecklenburg School System. This project involves parents, children enrolled in the pre-kindergarten classes in three Durham City Schools and their teachers, and staff at the Durham County Library. Students in these classes have already been identified as "at risk" in terms of reading readiness. The project provides each classroom with the books and materials needed for parents to read a different book to their children daily for three months. The teachers identify parents who need reading skills improvement and then the library assists these parents in accessing reading skills programs in the community. The library also conducts an open house for the parents and children which includes a tour of the library and applying for library cards.

Instructional Materials:
Paperback picture books

Recruitment:
Teachers solicite parent participation.

Evaluation:
A comparison of the number of library card holders before and after the program is made to determine the effectiveness of the program.

Funding:
Friends of the Library

Contact:
Nancy Blood, LIFT Librarian
(919)-560-0100

Elkin Public Library
111 N. Front St.
Elkin, NC 28621

Program Title: "Share a Book...at Home"

Program Description:
This family literacy project is aimed at bringing books and preschool children together. The librarian and Friends of the Library volunteers present story hours in local daycare and Head Start centers. The library supplies each center with a core collection of books and gives each child a book of his/her own to take home. The other focus of the project is to reach parents by brochures and through parent meetings where programs on the value of reading at home are presented. Through cooperation with the local community college, undereducated parents can be enrolled in an adult basic education program.

Instructional Materials:
The community college's adult basic education program uses materials published by Steck-Vaughn and others.

Recruitment:
Visiting and presenting story hours in local daycare and Head Start centers; mailing brochures to parents; and presenting programs at parent meetings

Evaluation:
This project has not been formally evaluated since its establishment.

Funding:
The Winston-Salem Foundation

Contact:
Joan Sanders, Branch Librarian
(919)-835-5586

Halifax County Library
P.O. Box 97
Halifax, NC 27839

Program Title: "MOTHEREAD"

Program Description:

This program involves two main components: parent classes and story sharing hours for children. The parents who participate want to improve their reading skills in order to read to their children. Speaking, listening, reading, and writing skills are integrated into the seminar-style classes. These parent classes include discussions which focus on themes and interpretations of selected children's books. Parents become storytellers and learn how to personalize stories for their own children. The second component involves conducting eight weekly story hours in local school kindergarten classrooms. Volunteers (story sharers) dramatize a book from the MOTHEREAD booklist. As an extension of these story hours, story favors are provided for the children as well as story stretchers for parents. Halifax County has had great success with the story sharing component but has had difficulty retaining participants and the volunteer staff needed to conduct the parent classes.

Instructional Materials:

MOTHEREAD, Inc. curriculum

Recruitment:

Library newsletters and promotion through an advisory panel consisting of representatives from across the county

Evaluation:

This program has not been formally evaluated since its establishment.

Funding:

North Carolina Humanities Council
Z. Smith Reynolds Foundation
County Board of Commissioners
Organizations and individuals in the county

Contact:

MOTHEREAD/Bldg. 2 Suite 335/Raleigh, NC 27609
(919)-781-2088

Public Library of Charlotte & Mecklenburg County
3100 N. Tryon
Charlotte, NC 28202

Program Title: Lap-Sit

Program Description:

This program involves the children's outreach librarian conducting story hours with teenage parents and their toddler-age children as part of the evening school's program at a local high school. These sessions are offered through the high school's home economics department as a separate class that students can enroll in for credit. The semimonthly sessions usually last 20 to 30 minutes and include sharing two picture books, finger plays, and songs. The purpose of this program is to encourage young parents to read to and share language development activities with their children at home. This program can be easily adapted to a variety of settings including public housing complexes or community centers in order to target teenage parents who are not enrolled in school.

Instructional Materials:

Picture books borrowed from the library

Recruitment:

The home economic's director at the high school added this class to the curriculum and then encouraged teenage parents to enroll.

Evaluation:

This program has not been formally evaluated since its establishment.

Funding:

Library budget (minimal expenses)

Contact:

Pat Siegfried, Children's Librarian or
Marilyn Pride, Children's Outreach Library Specialist
(704)-336-2070

Rowan Public Library
P.O. Box 4039
Salisbury, NC 28144

Program Title: "FLLP" (Family Literacy Library Program)

Program Description:

This project brings low-literate or nonreading parents and their children together for monthly or bi-monthly story hours in the library. These sessions also include time for working individually with the children. The nonreading parents are paired with tutors who work with them to improve their literacy skills. The library literacy coordinator and children's librarian drive their bookmobile to daycare centers to circulate books to children and to encourage them to read. They also visit Head Start sites to distribute FLLP information and to present workshops for Head Start parents on parenting skills, parent/child interactions, and parent/child activities.

Instructional Materials:

"Laubach Way to Reading"
New Reader's Press publisher

Recruitment:

Distributing FLLP brochures at daycare and Head Start centers and advertising in the local newspaper

Evaluation:

This program has not been formally evaluated since its establishment.

Funding:

LSCA Grant - a one-year $25,000 Library Literacy Grant

Contact:

Orrie M. Davis, Library Literacy Coordinator
(704)-638-3042

Vance H. Chavis Lifelong Learning Library
900 S. Benbow Rd.
Greensboro, NC 27406

Program Title: "Catch'Em In The Cradle"

Program Description:

A series of workshops for parents focusing on the selection of books for children and on the use of books and crafts with children. These sessions are implemented to teenage pregnancy/parenting classes and to families living in public housing complexes. This project also provides a "lifeskills assistance" program for families living in homeless shelters.

Instructional Materials:

Various publications

Recruitment:

Mailing of letters to presidents of public housing councils and to instructors of teen pregnancy/parenting classes

Evaluation:

The participants complete an evaluation form.

Funding:

Friends of the Library
Corporate donor

Contact:

Steve Sumerford, Branch Manager
(919)-373-2392

APPENDIX A: COVER LETTER

24 E. Gleewood Pl.
Durham, NC 27713
February 16, 1991

[Director's name and address]

Dear _____:

I am currently researching the topic of family literacy for my master's paper in the School of Information and Library Science at UNC-Chapel Hill and am writing to ask you for your assistance in compiling information. My paper will include both an extensive annotated bibliography of resources dealing with this topic and descriptions of family literacy programs in selected North Carolina public libraries. I believe this information will be invaluable to library professionals and others interested in developing a family literacy program in their institutions.

Your participation in this survey is, of course, voluntary although I hope you will help make this compilation complete. I enclose a short survey which is to be completed by the individual(s) who is (are) most involved with and knowledgeable about the literacy activities of your library system. I would appreciate it if you would distribute this cover letter and survey to him or her and request a response. If there is more than one library in your system conducting a family literacy program, please duplicate this cover letter and survey and distribute to the appropriate person(s). The participant(s) will be given the option of whether or not the information collected from this survey will be identified in the program description section of my paper or be kept anonymous. A self-addressed stamped envelope is also enclosed. I would appreciate a response no later than **March 11**. On request, I will be happy to send you a copy of the results.

Thank you for your support. If you have any questions concerning this project, please contact my paper advisor, Evelyn Daniel, at 919-962-8062.

Sincerely,

Rebecca Stiles

APPENDIX B: SURVEY

SURVEY OF FAMILY LITERACY PROGRAMS IN NORTH CAROLINA PUBLIC LIBRARIES

Name:_____
Title:_____
Library:_____
address:_____
_____
Phone Number:_____

Please complete this survey and return in the enclosed self-addressed stamped envelope no later than **March 11**. Thank you for your time and interest.

DEFINITION:

Family Literacy Programs - Those programs which work with both parent (or guardian) and child in families where the parent (or guardian) lacks basic literacy skills.

For this project, the program must also schedule sessions on a regular basis and must work with family members--either directly with parent and child or directly with parent and indirectly with child (i.e. parent applies skills learned in sessions with child at home).

1. Is your library currently conducting an ongoing family literacy program? (refer to the above definition)

____Yes (skip to question #2) ____No

1a) If no, has your library conducted a family literacy program that has been discontinued?

____Yes ____No (skip to question #1c)

1b) If yes, briefly describe the program. Also, include reasons for discontinuation (optional).

(continue on back if needed)

1c) Are you planning to develop a family literacy program in the near future?

_____Yes _____No

You have completed your portion of the survey. Thank you for your time and interest.

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2. Briefly describe your family literacy program (who attends sessions, length and location of sessions, when and how often sessions meet, typical activities, organizations involved, etc.).

(continue on back if needed)

3. Please list your methods for recruiting participants in order of effectiveness (most to least). I'd be interested in your comments as to why you find a particular method effective or ineffective.

4. Has your literacy program been formally evaluated since its establishment?

_____Yes _____No (skip to question #6)

5. What evaluation procedures (or measures of effectiveness) are/were used to assess your family literacy program?

6. Please list the funding sources for your family literacy program in order of assistance (most to least).

7. What instructional materials do you use with participants in your family literacy program? (include names of programs and publishers, if applicable)

(continue on back if needed)

8. What has been the major obstacle(s) in conducting your family literacy program?

9. May I include your program description along with your name, work address, and work phone number in the program description section of my paper so that other people interested in your program may contact you for more information?

_____Yes _____No (then this source of information will be kept anonymous)

Thank you for your time and interest.